

Chapter Planning Guide



Key to Ability Levels

BL Below level

OL On level

AL Above level


ELL English
Language Learners






















Key to Teaching Resources

 Print Material

 CD-ROM

 DVD

 Transparency

| Levels | | | | Resources | | Chapter Opener | Section 1 | Section 2 | Chapter Assess |
|--------|----|----|-----|---|--|----------------|-----------|-----------|----------------|
| BL | OL | AL | ELL | | | | | | |
| | | | | | FOCUS | | | | |
| BL | OL | AL | ELL |  | Daily Focus Skills Transparencies | | 5-1 | 5-2 | |
| | | | | | TEACH | | | | |
| BL | OL | | ELL |  | Reading Essentials and Note-Taking Guide* | | p. 46 | p. 49 | |
| | OL | AL | |  | Economics Activity, URB | | p. 5 | | |
| | | AL | |  | Enrichment Activity, URB | | | p. 13 | |
| BL | OL | AL | ELL |  | Content Vocabulary Activity, URB* | p. 118 | p. 118 | p. 118 | |
| BL | OL | AL | ELL |  | Academic Vocabulary Activity, URB | p. 119 | p. 119 | p. 119 | |
| | OL | | |  | Biography Activity, URB | | | p. 121 | |
| BL | OL | AL | ELL |  | Writing Skills Activity, URB | | p. 123 | p. 123 | |
| | OL | AL | |  | Critical Thinking Skills Activity, URB | | p. 125 | | |
| BL | OL | AL | ELL |  | Chart, Graph, and Map Skills Activity, URB | | p. 127 | | |
| BL | OL | AL | ELL |  | Differentiated Instruction, URB | | | p. 129 | |
| BL | OL | AL | ELL |  | School-to-Home Connection Activity, URB* | p. 131 | p. 131 | p. 131 | |
| BL | OL | | ELL |  | Guided Reading Activities, URB* | | p. 135 | p. 136 | |
| BL | OL | AL | ELL |  | Writer's Guidebook | ✓ | ✓ | ✓ | ✓ |
| | OL | AL | |  | Primary Source Document Library CD-ROM | ✓ | ✓ | ✓ | ✓ |
| BL | OL | AL | ELL |  | Vocabulary PuzzleMaker CD-ROM | ✓ | ✓ | ✓ | ✓ |
| BL | OL | AL | ELL |  | Daily Lecture & Discussion Notes (in Pres. Plus) | | ✓ | ✓ | ✓ |
| BL | OL | AL | ELL |  | StudentWorks™ Plus DVD | | ✓ | ✓ | ✓ |
| BL | OL | AL | ELL |  | Section Video Program | | ✓ | ✓ | |
| BL | OL | AL | ELL |  | TIME Interpreting Political Cartoons Transp. | | | Ch. 5 | |
| BL | OL | AL | ELL |  | Writing Process Transparencies | ✓ | ✓ | ✓ | ✓ |

Note: Please refer to the *Unit Resource Book: Foundations of American Citizenship* for this chapter's URB materials.

* Also available in Spanish



- Interactive Lesson Planner
- Interactive Teacher Edition
- Fully editable blackline masters
- Section Spotlight Videos Launch
- Differentiated Lesson Plans
- Printable reports of daily assignments
- Standards Tracking System

| Levels | | | | Resources | | Chapter Opener | Section 1 | Section 2 | Chapter Assess |
|--------------------------|----|----|-----|-----------|---|----------------|-----------|-----------|----------------|
| BL | OL | AL | ELL | | | | | | |
| | | | | | TEACH <i>(continued)</i> | | | | |
| Teacher Resources | | | | | Building Academic Vocabulary | ✓ | ✓ | ✓ | ✓ |
| | | | | | Strategies for Success | ✓ | ✓ | ✓ | ✓ |
| | | | | | Teacher's Guide to Differentiated Instruction | ✓ | ✓ | ✓ | ✓ |
| | | | | | Graph Tool CD-ROM | ✓ | ✓ | ✓ | ✓ |
| | | | | | Presentation Plus! DVD | ✓ | ✓ | ✓ | ✓ |
| | | | | | ASSESS | | | | |
| BL | OL | AL | ELL | | Quizzes and Tests* | | p. 50 | p. 51 | p. 52 |
| BL | OL | AL | ELL | | Authentic Assessment with Rubrics | | | p. 9 | |
| BL | OL | AL | ELL | | Standardized Test Practice | | p. 9 | p. 9 | p. 9 |
| BL | OL | AL | ELL | | ExamView® Assessment Suite CD-ROM | | 5–1 | 5–2 | Ch. 5 |
| BL | OL | AL | ELL | | Interactive Tutor Self-Assessment CD-ROM | ✓ | ✓ | ✓ | ✓ |
| | | | | | CLOSE | | | | |
| BL | | | ELL | | Reteaching Activity, URB* | | p. 133 | p. 133 | |
| BL | OL | | ELL | | Reading and Study Skills Foldables™ Activity | p. 58 | p. 59 | p. 59 | |
| BL | OL | AL | ELL | | Civics Today in Graphic Novel | p. 9 | p. 9 | | |
| BL | OL | AL | ELL | | Graphic Organizer Transparencies & Strategies | ✓ | ✓ | ✓ | ✓ |

Using the Study Central™ Web Site

Building Vocabulary

Technology Product

The Build Vocabulary tab on the Study Central Web site allows you to reinforce the content vocabulary and academic vocabulary in each section of a chapter. Build Vocabulary

- provides a definition, an example of its correct usage, and a textbook page reference for each glossary term;
- allows students to test their understanding of the content vocabulary in each section through Flying Answers, an interactive vocabulary activity.

Objective

Build Vocabulary helps students

- build vocabulary skills;
- reinforce their understanding of the content and academic vocabulary in each section.

Steps

- Locate the Web page for the textbook being studied on the Glencoe Web site glencoe.com.
- Under Textbook Resources on the left side of the page, click on **Study Central™**.
- Click on the **Study Central™** link at the bottom of the page to access the Study Central™ Web site (a new page will open)
- Select a chapter and section using the drop-down arrows and then click **Enter**.
- Click on the **Build Vocabulary** tab.
- Under the **Content Vocabulary** and **Academic Vocabulary** tabs, click on each glossary term and discuss its definition, proper usage, and location in the textbook.
- Click on the **Key Vocabulary** tab and then click **Flying Answers** to engage students in the interactive game.

Civics ONLINE

| | Student | Teacher | Parent |
|---------------------------|---------|---------|--------|
| Beyond the Textbook | • | • | • |
| Chapter Overviews | • | • | • |
| Concepts in Motion | • | | • |
| ePuzzles and Games | • | | • |
| Glencoe Teaching Today | | • | |
| Literature Connections | | • | |
| Multi-Language Glossaries | • | | • |
| Online Student Edition | • | • | • |
| Section Videos | • | • | • |
| Self-Check Quizzes | • | | • |
| Student Web Activities | • | | • |
| Study Central™ | • | | • |
| TIME Current Events | • | | • |
| Vocabulary eFlashcards | • | | • |
| Web Activity Lesson Plans | | • | |

Glencoe Media Center

glencoe.com

> Study-to-Go

- Vocabulary eFlashcards
- Self-Check Quizzes

> Audio/Video

- Student Edition Audio
- Spanish Summaries

Reading List Generator CD-ROM

GLENCOE BOOKLINK 3

Use this database to search more than 30,000 titles to create a customized reading list for your students.

- Reading lists can be organized by students' reading level, author, genre, theme, or area of interest.
- The database provides Degrees of Reading Power™ (DRP) and Lexile™ readability scores for all selections.
- A brief summary of each selection is included.

Reading suggestions

Leveled reading suggestions for this chapter:

For students at a Grade 7 reading level:

- *Hurricane Andrew: Nature's Rage*, by Victoria Sherrow

For students at a Grade 8 reading level:

- *Posterity: Letters of Great Americans to Their Children*, by Dorie McCullough Lawson

For students at a Grade 9 reading level:

- *Kids at Work: Lewis Hine and the Crusade Against Child Labor*, by Russell Freedman

For students at a Grade 10 reading level:

- *Twenty Years at Hull House*, by Jane Addams

For students at a Grade 11 reading level:

- *Environmental Pioneers*, by Patricia Byrnes

READING SUPPORT FROM JAMESTOWN EDUCATION

- **Timed Readings Plus in Social Studies** helps students increase their reading rate and fluency while maintaining comprehension. The 400-word passages are similar to those found on state and national assessments.
- **Reading in the Content Area: Social Studies** concentrates on six essential reading skills that help students better comprehend what they read. The book includes 75 high-interest nonfiction passages written at increasing levels of difficulty.
- **Reading Social Studies** includes strategic reading instruction and vocabulary support in Social Studies content for both ELLs and native speakers of English.
- **Content Vocabulary Workout** (Grades 6–8) accelerates reading comprehension through focused vocabulary development. Social Studies content vocabulary comes from the glossaries of Glencoe's Middle School Social Studies texts. www.jamestowneducation.com

KEY Teacher Wraparound

Use this key to help you identify the different types of prompts found in the Teacher Wraparound Edition.

R **Reading Strategies** activities help you teach reading skills and vocabulary.

C **Critical Thinking** strategies help students apply and extend what they have learned.

D **Differentiated Instruction** activities provide instruction for students learning to speak English, along with suggestions for teaching various types of learners.

S **Skill Practice** strategies help students practice historical analysis and geography skills.

W **Writing Support** activities provide writing opportunities to help students comprehend the text.

Teaching strategies and activities have been coded for ability level appropriateness.

AL Activities for students working above grade level

OL Activities for students working on grade level

BL Activities for students working below grade level

ELL Activities for English Language Learners

Focus

Why It Matters

Ask: How are volunteers in your community exercising their responsibilities? (Answers may include obeying laws, paying taxes, defending the nation, serving in court, attending school, being informed about issues, speaking up on issues, voting, respecting others' rights, and contributing to the common good through volunteer and charitable activities.)

More About the Photo

Visual Literacy The young people in this photo are painting a school hallway in vibrant, fresh colors. At the same time, they are learning useful and marketable skills. The Publicolors Paint Club program serves young people in the city by teaching them how to paint, and the young people serve the community by giving their time and effort to projects like the one shown here.

Teach

BIG Ideas As you begin teaching this section, use these questions and activities to help students focus on the Big Ideas.

Section 1

Duties and Responsibilities **Ask:** What would happen if citizens ignored their civic duties and responsibilities?

(Answers may include these problems: Others' rights would be disrespected; courts could not function; officials would not be elected by a representative vote; important

Citizenship and Government in a Democracy



Why It Matters

As citizens, we are free to exercise our rights. In return we are expected to fulfill certain duties and responsibilities. By doing so, we help ensure that our government will be effective in serving our needs and protecting our rights. **How are volunteers in your community exercising their responsibilities?**

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city and federal programs would not be funded.) Tell students that in Section 1, they will learn about the ways that citizens' actions help city, state, and federal government operate and provide for everyone's needs. **OL**

Section 2

Citizens and the Community **Ask:** What volunteer organizations do you know about in your community? What needs do they meet? (Answers may include organizations that operate food banks, restore parks, provide medical services, promote new businesses, and so on.) Point out to students that in Section 2, they will learn about the importance of the participation of all citizens in their communities. **OL**

BIG Ideas

Section 1: Duties and Responsibilities

For government to be effective, citizens must fulfill their civic duties and responsibilities. As American citizens, we enjoy many rights under our system of government. Along with those rights, we also share many responsibilities. These responsibilities help protect our rights.

Section 2: Citizens and the Community

Citizen participation is essential to the foundation and preservation of the U.S. political system. Good citizenship does not depend on each of us doing only what we are required to do by law. The American ideal of citizenship has always stressed each citizen's responsibility to participate in his or her community.

◀ Young volunteer in the PublicColors Paint Club spruces up her New York City school

FOLDABLESTM Study Organizer

Dinah Zike's Foldables

Purpose This Foldable guides students to see how citizens' responsibilities to the community and the community's responsibilities to citizens interrelate. The completed Foldable will use tabs to help students list and compare the duties of citizen and community. **OL**

More Foldables activities for this chapter can be found in the *Dinah Zike's Reading and Study Skills Foldables* ancillary.

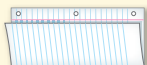
Civics ONLINE

Introduce students to chapter content and key terms by having them access the **Chapter Overview** at glencoe.com.

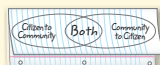
FOLDABLESTM Study Organizer

Comparing Information Study Foldable Make this Foldable to help you compare responsibilities of the citizen and the community.

Step 1 Fold one sheet of paper in half from side to side.



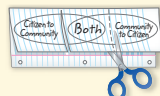
Step 3 Unfold and draw two overlapping ovals, and label them as shown.



Step 2 Turn the paper and fold it into thirds.



Step 4 Cut only the top layer along both fold lines.



Reading and Writing

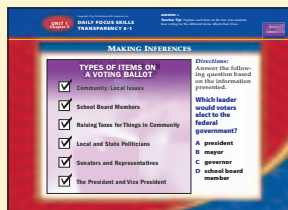
As you read this chapter, list the responsibilities the citizen has to the community and those that the community has to the citizen under the appropriate tabs of your Foldable. Be sure to fill out the "Both" area, too.

Focus



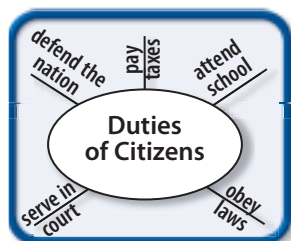
Bellringer

Daily Focus Transparency 5-1



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about duties and responsibilities of citizenship, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

For government to be effective, citizens must fulfill their civic duties and responsibilities.

Content Vocabulary

- responsibility (p. 151)
- duty (p. 151)
- draft (p. 152)
- tolerance (p. 154)

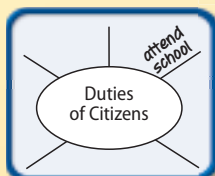
Academic Vocabulary

- global (p. 151)
- income (p. 152)

Reading Strategy

Summarizing Information

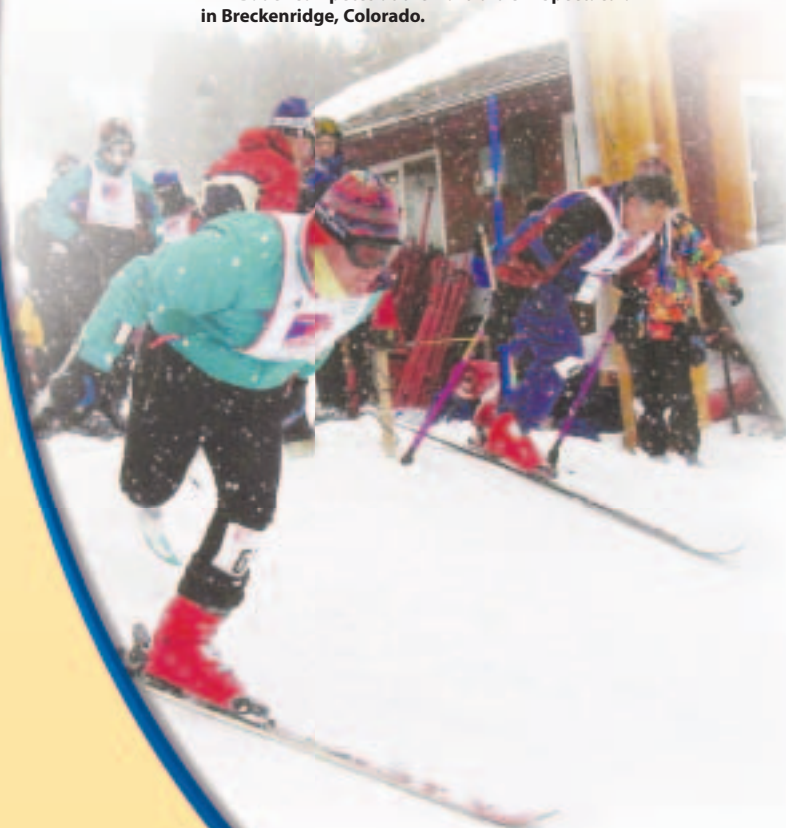
As you read, on a web diagram like the one below, list the legal duties of U.S. citizens.



Duties and Responsibilities

Real World Civics Kirk Bauer is no stranger to a challenge. Thirty-six years ago as a young soldier in Vietnam, Bauer lost his leg to a grenade blast. Today, after years of surgeries and rehabilitation, Bauer is the executive director of Disabled Sports USA, an organization dedicated to providing sports rehabilitation to persons with permanent disabilities. Because Bauer was introduced to skiing by other Vietnam veterans, he has focused his energy on providing rehabilitation opportunities for veterans injured in conflicts in Iraq and Afghanistan.

▼ Kirk Bauer competes at the Hartford Ski Spectacular in Breckenridge, Colorado.



| R Reading Strategies | C Critical Thinking | D Differentiated Instruction | W Writing Support | S Skill Practice |
|---|---|---|--|---|
| Teacher Edition <ul style="list-style-type: none"> Act. Prior Know., p. 153 Additional Resources <ul style="list-style-type: none"> Cont. Vocab., URB p. 118 Acad. Vocab., URB p. 119 Guide Read., URB p. 135 Foldables, URB p. 59 | Teacher Edition <ul style="list-style-type: none"> Pred. Consequences, p. 152 Additional Resources <ul style="list-style-type: none"> Economics Activity, URB p. 5 Crit. Thinking Act., URB p. 125 Quizzes and Tests, p. 50 | Teacher Edition <ul style="list-style-type: none"> Visual/Spatial, p. 151 English Learners, p. 153 Additional Resources <ul style="list-style-type: none"> School-to-Home Act., URB p. 131 Reteach. Act., URB p. 133 Graphic Novel, p. 9 | Teacher Edition <ul style="list-style-type: none"> Expository Writing, p. 154 Additional Resources <ul style="list-style-type: none"> Writing Skills, URB p. 123 | Teacher Edition <ul style="list-style-type: none"> Analyzing Charts, p. 153 Additional Resources <ul style="list-style-type: none"> Chart, Graph, and Map Skills, URB p. 127 Daily Focus Trans., 5-1 |

Duties of Citizens

Main Idea The privilege of U.S. citizenship brings with it certain duties and responsibilities.

Civics & You Are you a good citizen? What are the duties and the responsibilities of citizenship? Read on to find out why American citizens have a responsibility to their communities, the environment, and the law.

What comes to mind when you hear the word “community”? Do you think of your neighborhood or perhaps your town? Actually, each of us belongs to many communities—our school or workplace; our church, synagogue, or mosque; our state; and our country. On the broadest level, we are also members of the global or worldwide community becoming more connected than ever before with people around the world.

We all play a part in making our communities safe and successful. All of us have certain responsibilities to fulfill. **Responsibilities** are things we should do; they are obligations that we fulfill voluntarily. As American citizens, we also have legal duties that we are required to perform. **Duties** are things that we are required to do.

National, state, and local governments require Americans to perform certain duties established by laws. If we fail to perform them, we are subject to legal penalties, such as fines or imprisonment.

Some countries require much from their citizens. In some countries, for example, citizens must serve in the armed forces for a period of time each year. The United States government asks much less of its citizens than many other countries. Nonetheless, the government does require its citizens to perform the following duties.



Student Web Activity Visit glencoe.com and complete the Chapter 5 Web Activity.



Duties As citizens of the United States, we all have certain duties, such as defending the nation.
Explaining Why is it important to fulfill our duties as citizens?

Obey Laws

This is a citizen’s most important duty. Our laws are designed for specific purposes—to help people get along, to prevent accidents, to see that resources are used fairly, and so on. If we do not obey the law, then communities cannot maintain order or protect our health, safety, and property.

Pay Taxes

Another duty of citizens is to pay taxes. Taxes provide most of the money government needs to keep functioning. Without taxes, the federal government could not pay its employees, maintain armed forces to defend the country, and help those in need. Your local community probably could not hire police or firefighters, and your state could not pave roads or maintain prisons.

Teach

D Differentiated Instruction

Visual/Spatial Have students create a graphic organizer to represent the communities in which they participate. Guide them to begin by drawing a small circle in the center of a page; they should label this circle “family.” Have students add concentric circles to represent larger communities to which they belong: at school in their community, and in state, nation, and world. **BL**

Caption Answer:

Students may say that if we do not fulfill our duties as citizens, we will no longer be able to enjoy the rights and freedoms that citizens of our nation are guaranteed.



Objectives and answers to the **Student Web Activity** can be found at glencoe.com under the Web Activity Lesson Plan for this chapter.

Hands-On Chapter Project Step 1

Serving in Your Community

Step 1: Researching Volunteer Opportunities Groups of students will gather information on opportunities for young people to serve their communities. They will find information on specific organizations, events, and skills and use this information to create a Student Volunteer Information Center.

Directions Write the “Why It Matters” question from page 148 on the board. Assign

small groups of students to research community services that are provided by volunteers. Students can use references such as phone books, city Web sites and newspapers, and the Chamber of Commerce. Students can also interview by phone the organizers of volunteer agencies. Tell students to look for information on specific community events, such as park cleanup days, as well. Remind students to keep an accurate record of the information they find.

Collating Ask groups of students to share the information they have found with other groups. Together, the class should create a database of volunteer organizations, eliminating overlapping information and checking accuracy of information. **OL**

(Project continued in Section 2)

C Critical Thinking

Predicting Consequences **Ask:** What would happen if most people used excuses (both long and short term) to avoid serving on juries when called? (Courts could not try cases quickly. Prisons would overfill when courts fell behind. Justice and the rule of law would be weakened because people could not be tried and, if guilty, punished for breaking the law.) **AL**

Reading Check **Answer:** Taxes pay for many needs, from federal highways to local schools.

TIME Teens in Action

Answers:

Students' paragraphs should note that Geneva's community benefits from the business seminars, which promote new businesses in the area, and that the art gallery adds a cultural dimension to the community.

Differentiated Instruction

| ECONOMICS ACTIVITY 1 | | |
|--|---|---|
| Tax Revenues | | |
| <p>Good citizenship requires people to pay taxes. Tax revenues help fund many of the government's activities, such as paying to employees and providing services to citizens. Each kind of government—local, state, and federal—collects its own taxes.</p> <p>The government earns revenue by using many different types of taxes. These taxes can either be collected as either direct or indirect taxes. Direct taxes are paid to the government by the people. They are often levied on an individual's income or on a business. Examples of direct taxes include income taxes and sales taxes. Indirect taxes are levied on a business or on a product. The amount of income tax each individual pays to the government is determined by the government's tax laws. Governments collect income taxes based on the net worth of a person's income and goods when he or she dies.</p> <p>Indirect taxes apply to things such as goods, services, and purchases. Citizens often pay indirect taxes in the form of sales tax. Sales tax applies to transactions in which goods are being sold or produced. In some cases, a single tax can apply to all transactions. In other situations, tax rates vary according to the good or service being purchased. For example, a hotel may charge hotel tax in addition to a sales tax.</p> <p>The different sources of tax revenue include the federal, state, and local levels. This chart is based on the way governments of Washington, North Carolina, as well as on the governments of the states of North Carolina and of the United States.</p> | | |
| Local (City of Washington) | State (North Carolina) | Federal (United States) |
| <ul style="list-style-type: none"> Property Tax Local Sales Tax Liquor, Beer, and Gambling Intergovernmental Transfer Payments Change in Services Interest, Fines, and Penalties | <ul style="list-style-type: none"> Individual Income Tax State and Local Tax Liquor, Beer, and Gambling Corporate Income Tax Excise Tax Transfer Payments Interest, Fines, and Penalties | <ul style="list-style-type: none"> Individual Income Tax Corporate Income Tax Social Security Tax Excise Tax Transfer Payments Interest, Fines, and Penalties |

Economics Activity 1, URB pp. 5–6

The federal government and some states and cities collect **income**, or earnings, taxes—a percentage of what people earn. Most states and some cities collect taxes on the sale of goods and services. Your school district collects taxes on the residential and commercial property within the district.

Defend the Nation

Under the law, men aged 18 to 25 are required to register with the government in case the country needs to **draft**, or call up, men for military service. Since the end of the Vietnam War, there has been no draft, and America's military has been made up of volunteers. The draft is typically used only in the event of war or extreme national emergency.

Serve in Court

The Constitution guarantees the right to a trial by jury. Every adult citizen must be prepared to serve on a jury. People can be excused from jury duty if they have a valid reason, but service is usually rewarding. People involved in court cases depend on their fellow citizens to reach a fair verdict. Another duty of citizens is to serve as witnesses at a trial if called to do so.

Attend School

All young people have access to free public schools and, in most states, are required to attend school until the age of 16. This benefits both you and the government because you need knowledge and skills to be a good citizen. In school you not only gain an understanding of history, government, and other important subjects, but you also learn to think through problems, to form opinions, and to express your views clearly.

Reading Check **Explaining** Why must all citizens pay taxes?

TIME Teens in Action

Bring It On!

Geneva Johnson, 17, runs a group in New York City that gives hope and guidance to inner-city kids.



Geneva Johnson was 14 when she and her two siblings watched in horror as a stranger shot a man waiting for a parking space outside their Bronx apartment. "We were so scared," she says. "We just hit the floor." Living in a neighborhood so dangerous her parents forbade her to use the local playground, Johnson was determined to give other kids options—and hope.

To do that, Johnson founded Bring It On! (www.bringitonny.org). It is a youth group that tries to fire up the dreams and ambitions of underprivileged kids. Although she gets some money as donations from corporations and local businesses, Johnson also contributes money from her own pocket. With siblings Jeremiah, 18, and Christina, 14, she runs a neighborhood art gallery. For the 50 or so members of Bring It On!—most are from her Eastchester Heights neighborhood—Johnson runs seminars on starting up businesses and ways to make money. Johnson also hosts

monthly panels called You Go Girl Go!! where women who have overcome obstacles tell their stories to girls.



Geneva Johnson helps inner-city kids create art in New York City.

Making a Difference

CITIZENSHIP

Write a paragraph explaining how Geneva Johnson's project has helped others and Geneva herself.

Tax Revenues

- Objective:** To understand the system of paying taxes
- Focus:** Guide students to understand why they pay taxes.
- Teach:** Discuss the taxes listed in each column and elicit examples of what each pays for.
- Assess:** Have students explain direct and indirect taxes.
- Close:** Have students make a poster encouraging people to pay their taxes.

Differentiated Instruction Strategies

- BL** If people did not pay their taxes, what programs and services might suffer?
- AL** Choose a state that does not have state income taxes and explain how it pays for programs and services.
- ELL** Compare the way the United States funds programs and services with the way another country does.

Civic Responsibilities

Main Idea The voluntary responsibilities of U.S. citizens include participating in the political process and being informed.

Civics & You As a citizen, what do you think is your most important responsibility? Read to find out what voluntary actions are part of good citizenship.

Be Informed

Keep in mind that government decisions affect your life. The state legislature, for example, might pass a law changing the rate of sales tax you pay. Your school board might vote to start the school day earlier. Your town council might set aside funds for a new recreation center. You have a responsibility to know what the government is doing so that you can voice your opinions on matters about which you feel strongly.

Speak Up and Vote

Our government is based on the principle of “consent of the governed.” This means that people are the source of all governmental power; that is, government exists to serve you. If you expect public officials to act in your interests, you can make your concerns known by contacting your elected representatives, working for a particular cause, or, above all, by voting.

Voting is one of American citizens’ most important responsibilities. By electing leaders and voting on proposed measures, Americans give their consent to the government. As former President Franklin D. Roosevelt said,

“The ultimate rulers of our democracy are not a President and Senators and Congressmen and Government officials but the voters of this country.”

—Franklin D. Roosevelt, Address at Marietta

Citizens’ Duties and Responsibilities

| RIGHTS |
|--|
| • Security —protection by government |
| • Equality —equal treatment under the law |
| • Liberty —rights guaranteed under the Constitution |
| DUTIES |
| • Obey the law |
| • Pay taxes |
| • Defend the nation |
| • Serve in court |
| • Attend school |
| RESPONSIBILITIES |
| • Be informed and vote |
| • Participate in your community and government |
| • Respect the rights and property of others |
| • Respect different opinions and ways of life |

Analyzing Charts

- Recognizing** Is voting a right or a responsibility of American citizens?
- Comparing** How do duties differ from responsibilities?

In the United States today, all citizens of at least 18 years of age have the right to vote. Each Election Day, citizens have the chance to shape the future of our communities, states, and nation by voting. Thoughtful voters study the candidates and issues carefully before marking their ballots. They also regularly check on what their elected leaders are doing. If an official’s performance falls short, it is up to the voters to choose someone else in the next election. Voting responsibly ensures that leadership is changed in a peaceful and orderly manner.

Reading Strategy

Activate Prior Knowledge Ask: What changes to laws have affected life in your community? (Answers may include such changes as the required number of school days, graduated driver’s license plans, and so on.) **OL**

Differentiated Instruction

English Learners Explain the phrase “consent of the governed” to students. Tell them that “the governed” are all the citizens of the United States. Their “consent” is their agreement to abide by the laws of the nation as created by elected officials. **BL**

Skill Practice

Analyzing Charts Ask: What labels could you add to the chart to help you use it more easily? (Answers may include labels explaining that rights are guaranteed by the Constitution, duties are required by law, and responsibilities are voluntary.) **OL**

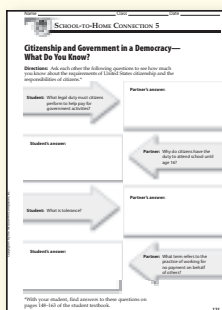
Analyzing Charts

Answers:

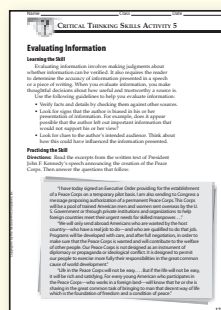
- Voting is both a responsibility and a right.
- Citizens must perform duties, or they break the law. Citizens may choose to carry out responsibilities.

Leveled Activities

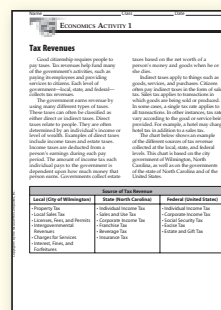
BL School-to-Home Activity 5, URB p. 131



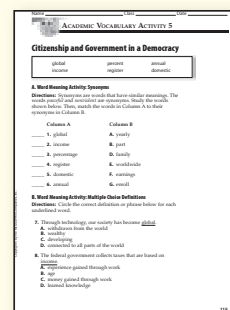
OL Crit. Thinking Activity 5, URB pp. 125–126



AL Economic Activity 1, URB pp. 5–6



ELL Acad. Vocab. Activity 5, URB pp. 119–120



W Writing Support

Expository Writing Have students write several paragraphs explaining why it is important for citizens to contribute their time and efforts to their communities. Students should consider what their communities would be like if no one ever became involved or volunteered or donated to charity. **OL**

Reading Check **Answer:** When you are informed about your government, you understand the laws you must follow, the rights you have, and the responsibilities you must uphold.

Assess



Study Central™ provides summaries, interactive games, and online graphics organizers to help students review content.

Close

Comparing and Contrasting Have students discuss three rights, three duties, and three responsibilities of American citizenship. Ask them their reasons for assigning each item to the proper category. **OL**

Section 1 Review

Respect Others' Rights

In order for you to enjoy your rights, you have a responsibility to respect the rights of others. For example, if you own a dog, you have an obligation to keep it from becoming a nuisance to your neighbors. In a democratic society like ours, with such a diverse population, it is especially important to respect the civil liberties of others. Although you may disagree with people or disapprove of their lifestyles, they have an equal right to their beliefs and practices. Respecting and accepting others, regardless of their beliefs, practices, or differences, is called **tolerance**. Treating others politely and respectfully is thus part of being a good citizen. Many of our laws encourage people to respect each other's rights.

You also have a responsibility to respect public and private property. Some people might claim that "no one gets hurt" when they litter in a park or paint graffiti on a school wall, yet such public property belongs to us all, and we all pay if it is damaged.

Contribute to the Common Good

Responsible citizens show concern for others as well as for themselves. They are willing to give time, effort, and money to improve community life for all.

The members of a community must be actively concerned with promoting the health and welfare of every one of its members so that each member can contribute to the common good, or the things that benefit all members of the community. For example, everyone benefits from having safe streets, good schools, and a clean environment.

Think about what your community would be like if no one donated to charities, volunteered in after-school programs, or lent a hand at the local health clinic. What if no one ever spoke out about community problems? Communities and governments need people to participate.

Reading Check **Explaining** Why is being informed about your government an important responsibility?

Section 1 Review

Vocabulary

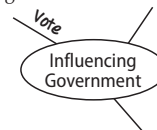
- Define** *responsibility, duty, draft, and tolerance*. Use them in sentences related to U.S. citizenship.

Main Ideas

- Identify** three duties of U.S. citizens.
- Describing** What are the responsibilities of American citizens?

Critical Thinking

- BIG Ideas** Why are citizens' responsibilities to their communities an important part of our democratic system?
- Explaining** Why is it important to respect the rights of others?
- Describing** On a graphic organizer like the one below, describe three ways you can express your views and influence government.



CITIZENSHIP Activity

- Expository Writing** What do you think would happen if the legal duties of citizens became voluntary? Write a paragraph explaining your answers.



Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Students will list three of these duties: obey the law, pay taxes, defend the nation, serve in court, attend school.
- Students will list some or all of these responsibilities: be informed and vote, participate in the community and government, respect the rights and properties of others; practice tolerance; volunteer or otherwise contribute to the common good.
- Answers may include these reasons: citizens better their communities through volunteerism; citizens reinforce rights through respecting the law and practicing tolerance; citizens improve government and law by being informed and voting.
- In a democracy, people believe many ideas and live in many ways. By respecting the rights of everyone citizens strengthen the rights that all citizens are privileged to share. When citizens do not respect others' rights, the rights of all people are jeopardized.
- Citizens can express their views and influence government in these ways: vote, be informed, contact elected representatives to speak up about issues.
- Students' paragraphs should demonstrate an understanding of citizens' duties, as opposed to rights and responsibilities, and should predict consequences were these duties to become voluntary.

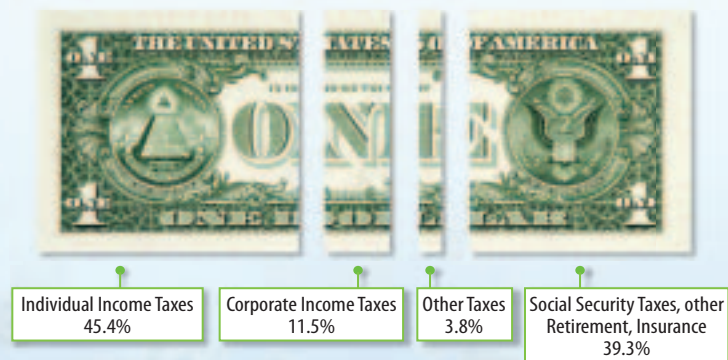
Federal Revenues and Expenditures

"The only constants in life are death and taxes." Perhaps you have heard someone utter that line. At the federal level, there are three major taxes: the individual income tax, the corporate income tax, and the Social Security tax. Many people do not know how their tax dollars are being used. Where does the money go?

Where Your Tax Dollars Go



Where Your Tax Dollars Come From



Source: Department of the Treasury; Congressional Budget Office, 2006.

Analyzing Economics

- Concluding** Should we be required to pay taxes? Why or why not?
- Prioritizing** How would you change the top diagram if you were able to assign how your tax money would be spent? Why?

S Skill Practice

Reading Graphs Ask: How could you convert the information in this visual into a useful graph? (Answers may include drawing a bar graph or circle graph that represents the same information in a different format.) **AL**

D Differentiated Instruction

Visual/Spatial Ask: Why did the author use dollar bills instead of a more standard graph? (Answers may include the conclusion that the author used dollar bills to make a visual impact and to help readers understand the importance of the topic.) **OL**

Analyzing Economics

Answers:

- Yes, we should. Without income from taxes, many important and necessary programs, such as education and national defense, would not be adequately funded.
- Answers may include various options depending on which programs students would prioritize. Students should explain their prioritizations.

Additional Support

Activity: US/World Connections

Comparing and Contrasting Tell students that many countries require citizens to pay taxes but that each country divides income tax in different ways. Have students use the Internet to study the division of income tax in two other countries.

Students can examine two questions: **In other nations, what percentage of each earned dollar goes to taxes? Do other nations use income tax in the same ways as the United States does?**

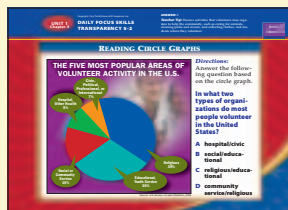
Ask students to produce charts that answer these questions. Lead students in a discussion in which they compare and contrast the uses of income tax in the countries they researched. **AL**

Focus



Bellringer

Daily Focus Transparency 5-2



Guide to Reading

Answers to Graphic:



Section Spotlight Video

To learn more about citizens and the community, have students watch the Section Spotlight Video for this section.

Resource Manager

Guide to Reading

Big Idea

Citizen participation is essential to the foundation and preservation of the U.S. political system.

Content Vocabulary

- bureaucracy (p. 157)
- welfare (p. 158)
- volunteerism (p. 158)

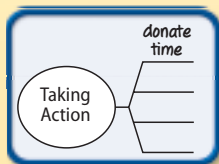
Academic Vocabulary

- percent (p. 158)
- register (p. 160)
- domestic (p. 160)
- annual (p. 162)

Reading Strategy

Organizing Information

As you read, complete a graphic organizer like the one below in which you list ways that people can take action and contribute to their community.



Citizens and the Community

Real World Civics The “Dragon Slayers” are teen members of the Aniak Volunteer Fire Department in Alaska. All members must undergo extensive training. In addition to fire fighting, the teens are trained as medics. Contributing to their tiny community located near Anchorage is uppermost in the minds of these young people. All volunteers must vow to abstain from drugs and alcohol and maintain passing grades in school.

▼ The group’s volunteers—the youngest is 13—serve on the only emergency medical team within 10,000 square miles of Aniak, Alaska.



R Reading Strategies

Teacher Edition

- Und. Q/A Relationships, p. 157
- Understanding Word Parts, p. 158
- Academic Vocab., p. 160

Additional Resources

- Cont. Vocab., URB p. 118
- Foldables, URB p. 59

C Critical Thinking

Teacher Edition

- Det. Cause/Effect, p. 157
- Making Inferences, p. 160

Additional Resources

- Enrichment Activity, URB p. 13
- Biography Act, URB p. 121
- Quizzes and Tests, p. 51

D Differentiated Instruction

Teacher Edition

- Auditory/Musical, p. 158
- Interpersonal, p. 159
- English Learners, p. 161

Additional Resources

- Diff. Instr. Act., URB p. 129
- School-to-Home Act., URB p. 131

W Writing Support

Teacher Edition

- Personal Writing, p. 159

Additional Resources

- Writing Skills Act., URB p. 123
- Auth. Assess., p. 9

S Skill Practice

Teacher Edition

- Analyzing Graphs, p. 161
- Using Venn Diagrams, p. 162

Additional Resources

- Daily Focus Trans., 5-2
- Pol. Cartoons Trans. 5

157

D Differentiated Instruction

Auditory/Musical Have students study the presidential quotes on this page. Then ask them to practice reading each quote as if they were using it in a speech to inspire citizens to volunteer. Have students read the quotes aloud to the class, and discuss what makes each presentation compelling to listeners. **OL**

R Reading Strategy

Understanding Word Parts Explain to students that in the word “percent,” “per” means “of each” and that “cent” means “hundred.” A percentage tells how many of one hundred are included, affected, or involved. Remind students that this sign—%—means the same thing as the word “percent.” **ELL BL**

TIME Political Cartoons

Answers:

1. Hurricane Katrina.
2. the outpouring of help from many groups and individuals from around the nation
3. It is powerful and beneficial.

Reading Check Answer: offering your time to others without payment

Hands-On Chapter Project Step 2

Serving in Your Community

Step 2: Researching Volunteer Opportunities Groups of students will gather information on ways for young people to serve their communities through volunteerism.

Directions Write the Main Idea from page 157 on the board. Have students use the information they gathered in Step 1 to create a Student Volunteer Information Center. Students can exhibit the information they have collected on a bulletin board. If possi-

TIME

Political Cartoons



Marshall Ramsey/Copley News Service

Every year, more than half of all Americans do volunteer work. One of the responsibilities of citizens is to help make their communities better places to live in. One of the responsibilities of volunteer groups is to help make their communities better places to live in.

In 2005, Hurricane Katrina dealt devastating blows to communities in Louisiana and Mississippi. Cartoonist Marshall Ramsey shows help arriving.

1. Based only on the first panel of the cartoon, what would you imagine Ramsey sees as “the most powerful force in nature”?
2. Looking at the second panel, what event do you think inspired this cartoon, which was drawn in the summer of 2005?
3. How does Ramsey feel about volunteerism?

Because of this, government cannot always respond quickly or efficiently to problems. In many cases, the best solutions come from private citizens. Good citizens are concerned about the **welfare**—the health, prosperity, and happiness—of all members of the community.

In 1961 President John F. Kennedy issued a challenge: “Ask not what your country can do for you; ask what you can do for your country.” President George W. Bush in 2005 noted that we can show “the world the true values of America through the gathering momentum of a million acts of responsibility and decency and service.”

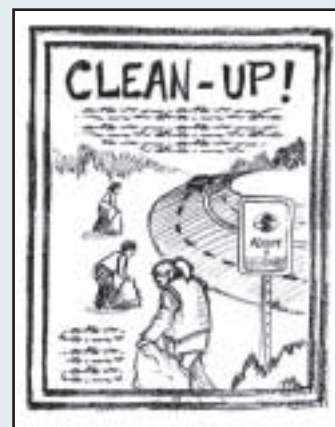
Donating Time and Money

People help their communities in many ways, working independently or as part of volunteer groups both large and small. Neighbors might gather to spend a Saturday cleaning up a highway or preparing

holiday baskets for needy families. Retirees mentor schoolchildren, record books for the blind, and lead museum tours. You and your fellow students might visit nursing home patients, volunteer in an animal shelter, or collect canned goods for a local food pantry.

Giving your time to work on community projects is the core of **volunteerism**—the practice of offering your time and services to others without payment. However, Americans may also support worthy causes by contributing money. In 2005 individual Americans gave more than \$250 billion to charity. Much of this money came from small donations by average citizens. The typical American donates about 2 percent, or portion of an amount in hundredths, of his or her income to charity.

Reading Check Defining What is volunteerism?



ble, allow students to use computer tools to present their information clearly.

Extending Have students brainstorm ways to make their display more user-friendly. Can they print information sheets that classmates can take home with them? Can they create a page within the school's Web site and post updated information about volunteer opportunities? Can they interview students who volunteer and include their comments in their display? **OL**

(Project continued on the Visual Summary page)

R Reading Strategy

Academic Vocabulary Ask: *What is another way to say “registered”? (signed up, enrolled)* **ELL BL**

C Critical Thinking

Making Inferences Ask: *What can you infer about how schools view community service? (Schools think that community service has value for young people and is an important part of their education. It is important enough to some schools that in order to graduate, students must volunteer as well as master academic skills.)* **AL**

Caption Answer:

Answers will vary. Students may suggest that nations today are interdependent and that what one nation experiences affects other nations. Others may say that when United States citizens help others around the world, they show their goodwill to other nations.

Additional Support

Teacher Tip

After students have discussed Kennedy's speech, encourage them to suggest methods of testing his sincerity. Help them differentiate his actual proposals from his rhetoric and discuss ways of learning if he carried out these proposals.

Charitable Organizations

R More than 1 million charities are officially **registered**, or recorded, with the federal government. Many are small and locally based. These organizations often work on one or two projects, such as helping the victims of **domestic**, or home, abuse or preserving a historic building. Other organizations are large national charities serving millions of people.

School-Based Programs

C More than half of all United States middle and high schools now arrange community service for students in grades 6 through 12. Several hundred school districts in various states even require it. In Atlanta, Chicago, and the entire state of Maryland, for example, high school students must volunteer a set number of hours to earn a graduation diploma.

Global Responsibility Peace Corps volunteers learn about installing toilet bowls in preparation for work in Western Samoa. **Explaining** *Why is it important that people support communities around the world?*

National Service Programs

During his Inaugural Address in 1961, President John F. Kennedy challenged Americans to work together to fight poverty, disease, and war in the poorest corners of the world. Less than two months later, Kennedy signed an executive order establishing the Peace Corps.

Since that time, the Peace Corps has sent more than 180,000 Americans to 138 countries, where they advise farmers, teach children and young adults, help start small businesses, and fight the spread of AIDS.

AmeriCorps Here in the United States, AmeriCorps members help meet the nation's needs in education, public safety, health, and the environment. More than 50,000 Americans participate each year in AmeriCorps. In return for a year of full-time service, organization members receive an allowance to live on and money to help pay for college.



160

Activity: Interdisciplinary Connection

Language Arts Have students locate President Kennedy's 1961 Inaugural Address at the Miller Center of Public Affairs Web site at http://millercenter.virginia.edu/scripps/diglibrary/prezspeeches/kennedy/jfk_1961_0120.html. Read the brief speech with students, and ask them to write out the sen-

tences and phrases that they find particularly persuasive.

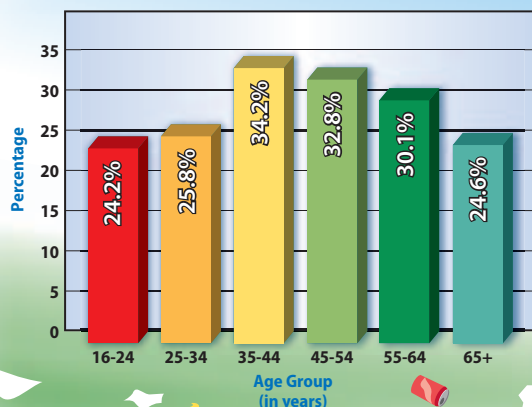
Then have students listen to the recording at the same Web site of Kennedy giving the speech. Ask them to discuss how Kennedy's presentation of the speech affects their opinion of its persuasiveness. **OL**

American Volunteers in Action

Graphs in Motion

See StudentWorks™ Plus or glencoe.com.

Percentage of Adults Active in Volunteer Work

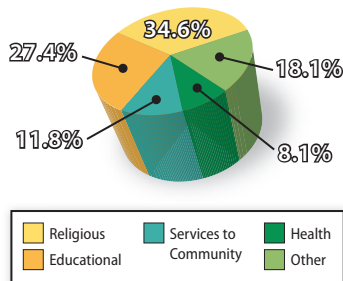


Source: Statistical Abstract of the United States, 2006.



| National Service Programs | |
|---------------------------|---|
| USA Freedom Corps | Brings together Peace Corps, AmeriCorps, and Senior Corps |
| Peace Corps | Advises farmers, teaches children, starts small businesses, and fights serious diseases worldwide |
| AmeriCorps | Meets community needs, helps victims of natural disasters, cleans polluted rivers, and assists disabled people |
| Senior Corps | Volunteer opportunities for Americans 55 and older: <ul style="list-style-type: none"> Foster Grandparents—help special-needs kids Senior Companions—help other seniors at home Retired and Senior Volunteer Program (RSVP)—connects seniors to volunteer opportunities in their own communities |

Volunteers by Type of Organization



Source: Statistical Abstract of the United States, 2005.

Analyzing Graphs

- Identifying** What national service organization provides help for people in other countries?
- Comparing** Which age group of Americans has the highest percentage of people volunteering? Why do you think this is so?

D Differentiated Instruction

English Learners Point out the word “Corps” in the name of each national service programs. Model the correct pronunciation for the word to show students that the *p* and *s* are silent and that the word is a homophone with “core.” Explain that “corps” means “body or group of people.” **ELL BL**

S Skill Practice

Analyzing Graphs Ask: **What is the rectangular box beneath the circle graph, and how do you use it?** (The box provides a key for understanding the graph. Each colored rectangle corresponds to a colored wedge in the graph. By matching colors, readers know what type of organization provides which percentage of volunteers; for example, 34.6 percent of volunteers works through religious organizations.) **OL**

Analyzing Graphs

Answers:

- The Peace Corps provides help for people in other countries.
- People 35–44 years old have the highest percentage of volunteers, followed closely by people 45–54. These people in general have the money, time, and desire to volunteer.

Activity: Technology Connection

Using Online Applications Some high school graduates choose to spend time working for AmeriCorps before beginning college, trade school, or a career. AmeriCorps volunteers may work in another state—some are currently working on the Gulf Coast, rebuilding the structures destroyed by Katrina. Others may work in their home cities with organizations such as Big Brothers.

Have students go online to <http://www.americorps.gov/> to find out what the requirements for and benefits of joining AmeriCorps are. Have them print an application and work as a group to complete it and to discuss the process of using online applications. **OL**

S Skill Practice

Using Venn Diagrams Have students use the information about the volunteer programs in the text and in the graphs to create a three-part Venn diagram summarizing the information about the programs. **OL**

Reading Check Answer: Senior Corps

Assess



Study Central™ provides summaries, interactive games, and online graphic organizers to help students review content.

Close

Personal Writing Have students write journal entries about volunteering. Students should answer these questions: **What have I learned about volunteering? What would I enjoy about volunteering? What might I dislike about volunteering?** **OL**

Section 2 Review

Senior Corps The Senior Corps provides volunteer opportunities to Americans aged 55 or older. These senior citizens take part in three main programs. Foster Grandparents work one-on-one with children with special needs. Senior Companions help other seniors meet their daily needs while living independently in their own homes. The Retired and Senior Volunteer Program provides seniors with volunteer opportunities in their communities.

USA Freedom Corps On January 29, 2002, in his **annual**, or yearly, State of the Union address, President Bush asked Americans to join together and help, saying, "If you aren't sure how to help, I've got a good place to start."

Bush described a new program, called USA Freedom Corps. The program brings together the Peace Corps, AmeriCorps, and Senior Corps. Freedom Corps was designed to focus on three areas of need: responding to national emergencies, rebuilding our

communities, and extending American compassion throughout the world.

Voluntary Spirit

Americans have a long history of volunteering. When Alexis de Tocqueville, a French political writer, visited America in the 1830s, he was amazed to see citizens pitching in to solve community problems rather than relying on the government. He explained it as "self-interest rightly understood." In other words, by banding together to serve the community, we really serve ourselves. For example, more than 50,000 Americans participate each year in AmeriCorps. Most work through local and national organizations such as Habitat for Humanity.

Reading Check Identifying What organization provides opportunities for volunteers 55 years of age or older?

Section 2 Review

Vocabulary

- Define** *bureaucracy, welfare, and volunteerism.* Use each of these terms in sentences.

Main Ideas

- Explaining** Why is it important for citizens to volunteer?
- Describing** Provide at least two examples of useful services provided by volunteer groups and organizations in a community.

Critical Thinking

- BIG Ideas** Explain why citizens have a responsibility to turn their concerns for their community into action.
- Identifying** On a graphic organizer like the one below, list channels through which an individual can volunteer.



CITIZENSHIP Activity

- Expository Writing** Do research or contact a local volunteer organization that was mentioned in Section 2 of this chapter. Find out what projects or problems they are working on in your community and how they use volunteers. Write a one-page essay in which you provide answers to these questions.



Study Central™ To review this section, go to glencoe.com.

Answers

- Sentences should use vocabulary words according to their definitions in the section and in the Glossary.
- Volunteers meet many needs that governments cannot meet or cannot meet quickly.
- Examples will vary but may be drawn from the section or from students' experiences.
- Answers will include the ideas that it is not enough to be concerned about problems, that the government relies on people to act on their concerns; and that volunteering benefits both the served and those serving.
- Students will add these channels to the graphic organizer: community involvement, charities, national service programs.
- Student interviews should be prepared in advance with at least three questions and may be conducted in person, by phone, or online. Essays should be a page in length and should include answers to the questions suggested by the prompt: what projects or problems the organization is working on and how the organization uses volunteers.

Visual Summary

Citizenship

- The combination of rights, responsibilities, and duties characterizes what it means to be a citizen of a free democratic society.
- As citizens, we are free to exercise our rights.
- In return, we are expected to fulfill certain duties and responsibilities.

Why Should I Participate?

- A key part of being a good citizen is taking an active and engaged role in your community.
- A well-planned project gives you opportunities to practice your rights and responsibilities as a citizen.
- You make a difference by participating. Your efforts are needed, valued, and respected.
- When you share your knowledge and skills to help others, you develop new skills and cultivate new knowledge.

Neighborhood crime prevention



Registering to vote

Our Duties

Duties are things we are required to do by law.

- One of the duties of all Americans is to obey the law.
- Americans have a duty to pay taxes.
- Another duty of citizenship is to defend the nation.



Our Responsibilities

Responsibilities are things we should do. Civic responsibilities include:

- being informed;
- speaking up and voting;
- respecting others' rights;
- respecting diversity; and
- contributing to the common good.

Active Citizens

- Participate in community service
- Do their part to make their schools, communities, and the world a better place

City street cleanup



Study anywhere, anytime! Download quizzes and flash cards to your PDA from glencoe.com.

Visual Summary 5

Analyzing Primary Sources On the board, write the quote from John F. Kennedy given on page 158: "Ask not what your country can do for you; ask what you can do for your country." Tell students that, in fact, our country does much for us, and we should do what we can for our country. **Ask:** What does our country do for us? What must we do for our country? What can we do for our country, if we choose to? Have students create a three-column chart that summarizes the main ideas that answer these three questions. **OL**

For additional practice on this skill (Analyzing Primary Sources), see the **Skills Handbook**.

Analyzing Visuals **Ask:** Look at the images on the page. Which images reminds viewers about citizens' rights? Which tell about citizens' duties? Which tell about citizens' responsibilities? (The image of a person voting reminds viewers that citizens have the right to elect their government and the responsibility to be informed, to voice concerns, and to vote. The image of the crime prevention program reminds viewers that citizens have personal and property rights, the duty to obey the law, and the responsibility to respect others' rights. The image of city street cleanup reminds viewers of citizens' responsibilities to volunteer to improve their communities.) **BL EL**

Hands-On Chapter Project Step 3: Wrap-Up

Serving in Our Community

Step 3: Researching Volunteer Opportunities Once students have created their display of volunteer opportunities, tell them that in doing the project, they have served as volunteers by gathering and publicizing information. Have students discuss the ways they have helped their community by producing the display.

Directions With the school administration's permission, have students wrap up this project by planning, staffing, and implementing a small volunteer project around their school, such as a trash pickup walk. Students can create an announcement for the project and distribute it to other students. They can document the work done during the project with cameras and brief

interviews. Then they can add an "Our Students Serve!" section to their display.

Wrap up the project by asking students to discuss these questions: What was the most enjoyable part of volunteering? What was the hardest part? Would we undertake another volunteer project in the future?

OL

Answers and Analyses

Reviewing Vocabulary

1. A Students have read about many duties, but only one applies specifically to men of a certain age group: military duty. Remind students that all citizens must, depending on their ages, go to school and serve on juries and that volunteering is a responsibility, not a duty.

2. A To show tolerance is a responsibility of citizenship, so students may be distracted by D. Also, tolerance can be a compassionate act (C). However, the key to the item is the word “different.” Good citizens respect and accept different ways of living and believing.

3. B Because this is a voluntary action, students can rule out A and D. Students may be drawn to C, civic responsibility, because the action benefits members of a community. However, the action is something a volunteer does to serve someone else without pay. The reader does not benefit personally from the action.

4. B Review the definitions of the options with students. They may be unsure of D, congregation. Once students are clear on the definitions, the correct answer will be clear.

Reviewing Main Ideas

5. B Point out to students that options A, C, and D all fall under the heading of option B, to obey laws. When citizens obey the nation’s laws, they carry out all their duties.

6. A Ask students what kind of information newspapers contain and why people read them. Then guide them to rule out options B, C, and D—newspapers do not cause people to respect others, to speak up and vote, or to contribute to the common good. However, being informed by keeping up with the news may lead to all these activities.

7. B Picking up trash shows that you respect others’ right to a clean environment. Students may be distracted by option D. A better example of contributing to the common good might be planting community gardens.

TEST-TAKING TIP

When reviewing for a test, pay special attention to bold type, questions, and summary paragraphs in your text.

Reviewing Vocabulary

Directions: Choose the word(s) that best completes the sentence.

- 1.** Men 18 to 25 years of age are required to register in case the country needs to draft them for _____.
A military duty **C** jury duty
B volunteer service **D** school attendance
- 2.** Listening to a neighbor in a different political party shows _____.
A tolerance **C** compassion
B obedience **D** responsibility
- 3.** Recording books for the blind is an example of _____.
A civic duty **C** civic responsibility
B volunteerism **D** government activity
- 4.** Your neighborhood is a kind of _____.
A charity **C** bureaucracy
B community **D** congregation

Reviewing Main Ideas

Directions: Choose the best answer for each question.

Section 1 (pp.150–154)

- 5.** What is the most important civic duty of Americans?
A to pay taxes
B to obey laws
C to serve in court
D to attend school

- 6.** Which civic responsibility does reading the metropolitan section of a newspaper fulfill?
A being informed
B respecting others
C speaking up and voting
D contributing to the common good
- 7.** When was the last time the United States instituted a military draft?
A World War II
B World War I
C Korean War
D Vietnam War

Section 2 (pp. 156–162)

- 8.** Which service do volunteers perform?
A ensuring clean water
B mentoring schoolchildren
C collecting household trash
D providing for national defense
- 9.** Which group is a national charity?
A United Way
B Freedom Corps
C church food pantry
D Neighborhood Watch
- 10.** Which national service program sends volunteers overseas?
A AmeriCorps
B Peace Corps
C Senior Corps
D Foster Grandparents

GO ON 

8. B Options A, C, and D name activities undertaken by federal or local government. Only B names an activity for which volunteers are responsible.

9. B The Freedom Corps is a national program managed by the federal government. Option A is a privately run organization, and options C and D name local groups.

10. B Point out to students that they can rule out option A because this group aids Americans, as its name suggests. Option D is not a national program. Then remind students that the Peace Corps was established to carry aid and goodwill to other nations.

Critical Thinking

Directions: Base your answers to questions 11 and 12 on the table below and your knowledge of Chapter 5.

| Reason for Not Voting in Last Presidential Election | Percent Who Cited Reason |
|---|--------------------------|
| Not registered | 31 |
| Didn't like candidates | 10 |
| Not interested in politics | 8 |
| No particular reason | 8 |
| Illness | 7 |
| Inconvenient | 7 |
| Working | 7 |
| Other reasons | 7 |
| Not a citizen | 6 |
| Out of town | 5 |
| Couldn't get to the polls | 3 |
| Didn't get absentee ballot | 1 |

11. Which generalization can you make based on this chart?
- A Political parties are nominating uninspiring candidates.
 - B Most people in this survey are shirking their civic duty.
 - C Most people in this survey are neglecting an important civic responsibility.
 - D The sample is too small to draw any valid conclusions about why people do not vote.
12. Which prediction is supported by the chart?
- A Fast-track naturalization laws could double voter turnout.
 - B Providing shuttle buses to the polls would not increase voter participation.
 - C Improving the absentee voting system might raise voter turnout by 10 percent.
 - D Declaring voting day a national holiday could boost voter participation up to 7 percent.

| Need Extra Help? | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| If you missed question... | | | | | | | | | | | | | | | |
| Go to page... | 152 | 154 | 158 | 159 | 151 | 153 | 152 | 158 | 160 | 160 | 153 | 153 | 151 | 151 | 157 |

Document-Based Questions

Directions: Analyze the following document and answer the short-answer questions that follow.

The following paragraph is the current oath for commissioned officers in the United States Army.

I, (name), having been appointed an officer in the Army of the United States, as indicated above in the grade of (rank) do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign or domestic, that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservations or purpose of evasion; and that I will well and faithfully discharge the duties of the office upon which I am about to enter; So help me God.

—United States Army

13. Which of the five civic duties does an army officer perform?
14. Give an example of domestic enemies of the Constitution of the United States.

Extended-Response Question

15. Anthropologist Margaret Mead wrote: "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has." Write a brief essay explaining why you agree or disagree with Mead's statement. Use examples from the chapter to support your opinion.



Civics ONLINE

For additional test practice, use Self-Check Quizzes—Chapter 5 on glencoe.com.

STANDARDIZED TEST PRACTICE

Document-Based Questions

13. An army officer defends the nation.
14. Students' answers will vary. A possible answer is partisan groups that try to intimidate voters at the polls.
15. Students' essays will vary but must include supporting examples from the chapter.

Extended Response

Critical Thinking

11. C Remind students that a generalization is a conclusion drawn based on evidence. The only option supported by the evidence in the chart is C. The chart gives no information about the quality of candidates (A); option B mentions a civic duty, but voting is a responsibility; and option D contradicts the chart, which lists specific reasons people do not vote.

12. D "Inconvenient," "Working," and "Out of town" account for 19 percent of the reasons for not voting. If voting day were a national holiday, some of the people who gave these excuses might be able to vote. The chart does not support the other options.

Civics ONLINE

Have students visit the Web site at glencoe.com to review Chapter 5 and take the **Self-Check Quiz**.

Need Extra Help?

Have students refer to the pages listed if they miss any of the questions.

Analyzing Primary Sources

Focus

C Critical Thinking

Predicting Consequences Alexis de Tocqueville was a French aristocrat sent to America to study the United States penal system. **Ask: What view would people living in other countries have of U.S. citizens after reading de Tocqueville's report?** (They would probably view U.S. citizens as committed to their democratic values and willing to lend a hand to fellow citizens.) **OL**

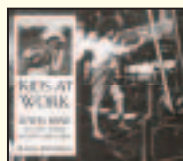
R Reading Strategy

Questioning **Ask: If "no constitution, no law, no court" can save liberty, why do we have constitutions, laws, and courts?** (Answers may include the idea that even when people agree to promote and maintain liberty, they must decide what laws to enforce and how to punish those who break the laws.) **AL**

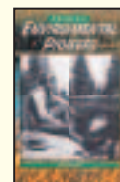
Additional Reading



Posterity: Letters of Great Americans to Their Children by Dorie McCullough Lawson provides a collection of personal letters written by famous Americans, giving insight into their private lives.



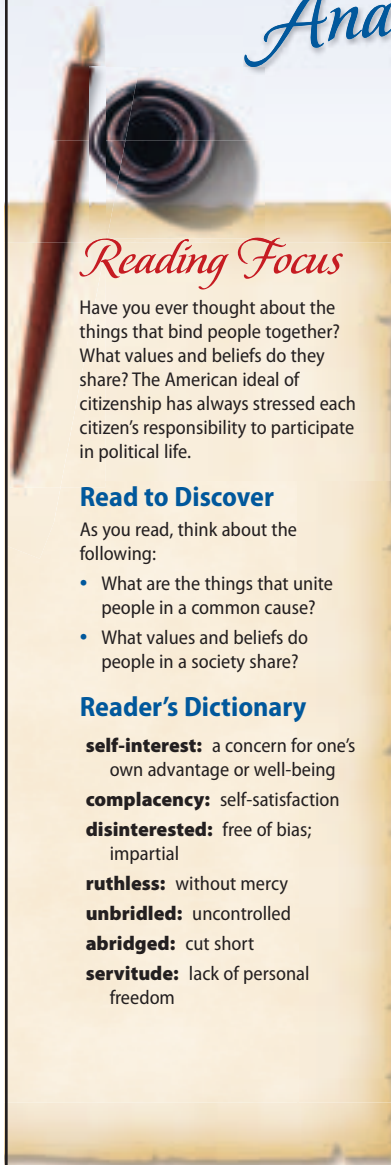
Kids at Work: Lewis Hine and the Crusade Against Child Labor by Russell Freedman is a photo essaybook depicting the harsh working conditions for children working in factories in the early 20th century.



Environmental Pioneers by Patricia Byrnes highlights Americans who have dedicated their lives to protecting the environment.

Analyzing Primary Sources

Active Citizenship



Reading Focus

Have you ever thought about the things that bind people together? What values and beliefs do they share? The American ideal of citizenship has always stressed each citizen's responsibility to participate in political life.

Read to Discover

As you read, think about the following:

- What are the things that unite people in a common cause?
- What values and beliefs do people in a society share?

Reader's Dictionary

self-interest: a concern for one's own advantage or well-being

complacency: self-satisfaction

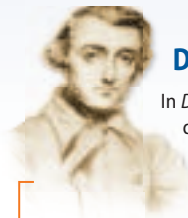
disinterested: free of bias; impartial

ruthless: without mercy

unbridled: uncontrolled

abridged: cut short

servitude: lack of personal freedom



Democracy in America

In *Democracy in America*, Alexis de Tocqueville vividly described nineteenth-century American life, politics, and morals.

C

The Americans, on the other hand, are fond of explaining almost all the actions of their lives by the principle of **self-interest** rightly understood; they show with **complacency** how an enlightened regard for themselves constantly prompts them to assist one another and inclines them willingly to sacrifice a portion of their time and property to the welfare of the state. In this respect I think they frequently fail to do themselves justice, for in the United States as well as elsewhere people are sometimes seen to give way to those **disinterested** and spontaneous impulses that are natural to man; but the Americans seldom admit that they yield to emotions of this kind; they are more anxious to do honor to their philosophy than to themselves.

—Alexis de Tocqueville, *Democracy in America*



The Spirit of Liberty

In his essay "The Spirit of Liberty," United States Circuit Court Judge Learned Hand promoted the ideal of ethical and committed citizens.

R

What do we mean when we say that first of all we seek liberty? I often wonder whether we do not rest our hopes too much upon constitutions, upon laws, and upon courts. These are false hopes; believe me, these are false hopes. Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can save it; no constitution, no law, no court can even do much to help it. And what is this liberty which must lie in the hearts of men and women? It is not the **ruthless**, the **unbridled** will; it is not freedom to do as one likes. That is the denial of liberty, and leads straight to its overthrow. A society in

which men recognize no check upon their freedom soon becomes a society where freedom is the possession of only a savage few; as we have learned to our sorrow.

—Judge Learned Hand, “The Spirit of Liberty”

The Right to Vote

Many groups struggled to win the right to vote. Several amendments to the U.S. Constitution deal with suffrage.

The right of citizens of the United States to vote shall not be denied or **abridged** by the United States or by any State on account of race, color, or previous condition of servitude.

—Fifteenth Amendment (1870)

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

—Nineteenth Amendment (1920)

The right of citizens of the United States to vote in any primary or other election . . . shall not be denied or abridged . . . by reason of failure to pay any poll tax or other tax.

—Twenty-fourth Amendment (1964)

The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

—Twenty-sixth Amendment (1971)



Photographs as Primary Sources

What does this photograph tell you about women's rights in the early 1900s? For what right is this woman campaigning?

Analyzing Primary Sources

R Reading Strategy

Making Connections Tell students that while the Fifteenth Amendment formally ended voting discrimination on the basis of race, some states managed to pass laws restricting the voting rights of people of color. **Ask:** *How is the Twenty-fourth Amendment connected to these state laws?* (The Twenty-fourth Amendment prevented states from restricting citizens' right to vote by requiring them to pay a tax.) **OL**

Caption Answers:

women did not have all the rights enjoyed by men; the right to vote

DBQ Document-Based Questions

Answers:

1. When individuals act in their own best interests, they are inclined to donate some of their money and effort to benefit their group.
2. If people did not first believe in the importance of liberty, no laws could create or enforce liberty.
3. Answers will vary. Some students might predict that voter turnout would be higher.
4. Paragraphs should include logical arguments based on how students think people would react.

DBQ Document-Based Questions

1. **Connecting** What connections did de Tocqueville make between the interests of individuals and the interests of groups?
2. **Responding** What do you think Judge Hand meant when he said, “Liberty lies in the hearts of men and women”?
3. **Predicting** How do you think people would respond to a compulsory voting law in the United States? Explain.
4. **Evaluating and Connecting** The privilege of U.S. citizenship brings with it certain responsibilities. Some responsibilities, such as obeying laws, are required. Other responsibilities, such as participating in political life, are voluntary. Make a list of the voluntary responsibilities you found in these readings. Then write a paragraph in response to the question: What do you think would happen if the voluntary responsibilities you listed became required by law?

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Did You Know?

The Twenty-sixth Amendment Prior to 1970, the voting age for federal elections was 21. During the Vietnam War, many young men were drafted into combat at 18 years of age. Therefore, a man old enough to fight in a war for the country was not old enough to vote for the president. Congress passed a law in 1970 to lower the voting age for federal elections, but the Supreme Court ruled that it was unconstitutional for the

federal law to set parameters for state elections. It was left up to the states to decide if they wanted to lower the voting age for their own elections. To avoid this, Congress proposed the Twenty-sixth Amendment to set the voting age at 18 for federal and state elections. The amendment was ratified in 107 days—the shortest ratification period in U.S. history.

Teach

D₁ Differentiated Instruction

Intrapersonal Ask: What circumstances might prompt you to give your time, money, or effort to help others?

(Answers will include ideas of wanting to help out, feeling good because one is able to help, being moved by others' situations, and so on.) **BL**

D₂ Differentiated Instruction

Advanced Learners Ask: What have you heard or read about generous acts in response to recent world events?

(Answers will include information students have gleaned about donations prompted by recent catastrophes, including those that appear in the text.) **AL**

Additional Support

Background

The American Red Cross Much of the money that U.S. citizens donate when disasters occur goes to the American Red Cross, a national organization that has existed since 1900. The American Red Cross assists in times of catastrophe, training and sending workers where need arises. Red Cross medical teams have served in every war since World War I, and its workers have

A Nation of Givers

Through charities, churches, and foundations, Americans put their money where their cause is



Every year, nearly two-thirds of all Americans donate money to charity. Some citizens contribute only a few dollars, while others give away millions. On average, each American contributes \$1,894.

All those donations add up. Americans donated a total of \$248.5 billion to U.S. charities in 2004. Of this amount, about a third went to religious groups; less than 10% was donated to organizations that directly

help the poor (see "Donation Nation" at right).

So why is the U.S. the most generous nation on earth? Its tax code encourages private giving in place of spending more public money on social programs. But tax breaks can't account for all the generosity. The deduction for charitable giving cost the government \$40 billion in 2004. Americans gave away more than six times that amount.

The Top Three

The largest total philanthropic gifts by individuals in 2004



Bill and Melinda Gates

The Microsoft chairman and his wife's pledge to the Gates Foundation—which committed more than \$1 billion to global health alone in 2004—increased its endowment to nearly \$32 billion, by far the largest in the world.



Susan T. Buffett

The wife of Berkshire Hathaway founder Warren Buffett left 31,707 shares of company stock largely to her foundation dedicated to college scholarships and medical research.



John M. Templeton

The former investor pledged the money to his foundation to investigate the relationship among science, religion, and health.

Generosity's Deep Roots

Wealthy Americans have been creating ways to give away their time and money for generations



1873

Johns Hopkins (1795-1873), a railroad investor and merchant, leaves \$7 million to found a university and hospital.

1907

Margaret Olivia Slocum Sage (1828-1918), a banking heiress, creates the Russell Sage Foundation, which offers grants to improve living conditions. Her total gift is estimated at \$80 million.



1911

Andrew Carnegie (1835-1919), a Scottish-born steel baron, defines charity as a moral imperative and gives away more than \$350 million in his lifetime through the Carnegie Corporation.

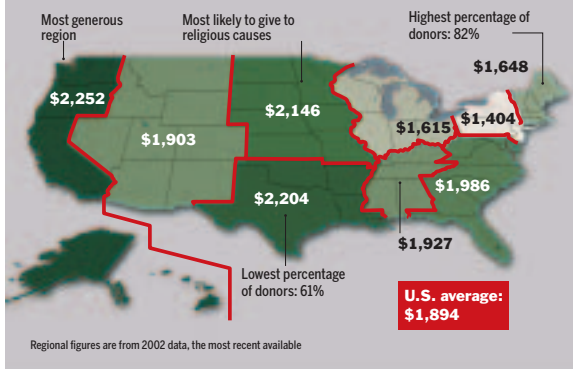
brought water, food, and medical aid to people in need, both in the United States and abroad.

In addition to disaster relief programs, the Red Cross coordinates a national program that supplies nearly half of the nation's need for blood. Red Cross programs also prepare people to care for themselves and others in times of need, through courses on first aid, safety, and disaster preparedness.

The Red Cross works with the federal government but is led and staffed by volunteers. It is heavily dependent on the generosity that U.S. citizens have demonstrated for over a century.

Donation Nation

About two-thirds of Americans give to charity each year. The average gifts:



Star Power

Big names are changing the face of philanthropy



\$1.78 billion
Tsunami relief

\$3.12 billion
Hurricane relief

U.S. contributions to disaster relief through Dec. 2005

Former Presidents and rivals **George H.W. Bush** and **Bill Clinton** formed an unlikely partnership that turned into a friendship, raising millions after the Asian tsunami and the devastating hurricanes in the U.S.

The Bono Effect? Since 2001, development aid for poor nations has increased from \$67 billion to \$80 billion and is projected to rise 60% by 2010. Many European countries are committed to giving 0.7% of their gross domestic product for aid; the U.S. currently gives only 0.1%.

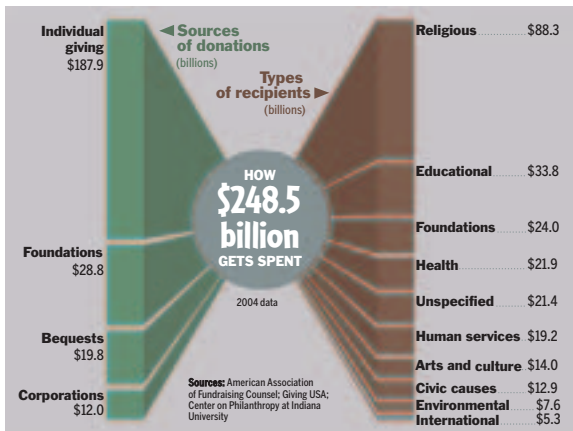


Skills Practice

Analyzing Visuals Guide students to locate their state on the map. **Ask:** *How does your state compare to other states or areas of the nation in amounts donated?* (Answers will vary depending on students' state.) **OL**

Did You Know?

Bono is the leader of the band U2. Born Paul Hewson in Dublin, Ireland, Bono has used his considerable celebrity to help less fortunate people around the world. He plays an active role in combating world poverty and promoting AIDS awareness in Africa. He was nominated for the Nobel Peace Prize in 2003 for his humanitarian efforts.



1913
John D. Rockefeller (1839-1937) is the founder of Standard Oil and the richest man of his time. His \$450 million in contributions to public health through the Rockefeller Foundation sets a precedent for the Gates Foundation.



1919
Madam C.J. Walker (1867-1919), an African American self-made millionaire, supports social and educational institutions with the profits from her hair-care and cosmetics business.

1936

Henry Ford (1863-1947), the automotive pioneer, establishes the Ford Foundation in Dearborn, Michigan, with \$25,000. Now a nationwide force, it has more than \$11 billion in assets.



Bettmann/Corbis

1977

John D. (1897-1978) and **Catherine T. MacArthur** (1909-1981) start their namesake foundation with the vast wealth from his insurance company, Bankers Life. Today the foundation's assets are estimated at \$5 billion.



Reading Strategy

Read to Write

Organizing Have students analyze the chart titled "How \$248.5 Billion Gets Spent." The right side of the chart gives a breakdown of where the money donated by U.S. citizens goes. Ask students if, given the chance, they would assign money to different activities. Would they assign more to

education? Give more help to solve social problems or to support medical research? Have students reapportion the money in their own charts as they think it should be spent. Then ask students to write a paragraph explaining the rationale for their decisions. **OL**